



FACULTY NEWSLETTER



From the
Dean of Academic Services
and the

Dean of Technical/Occupational Services

April 15, 1993

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The President's Administrative Staff has reviewed the proposed new official Statement of Purpose of the College. All the recommended changes except one were accepted. The Administrative Staff decided to keep the word "comprehensive" in the preamble of the Statement of Purpose because the term is important to some external funding agencies.

The new Statement of Purpose has now been submitted to the State Board of Education for approval by that body, the SACS Criteria stipulating that the institutional statement of purpose "must be approved by the governing board."

Janice Thornton has accepted the position as Self-Study Secretary. She began her duties on April 12. The Self-Study office is located in the Administration Building on the Fifteenth Street Campus.

===== PLEASE! =====

NO FOOD AND DRINK
IN THE CLASSROOM



FIRST-DAY-OF-CLASS GROUP CONTINUES TO MAKE IMPROVEMENTS

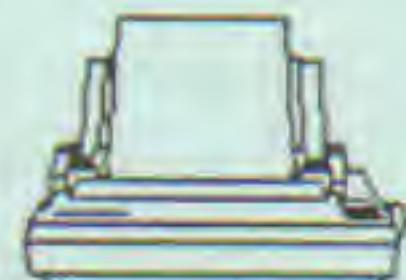
During the past couple of semesters, a Shelton State group representing student services and the instructional divisions has worked to make improvements in what takes place on

the first day of class. (In practice, the term "first day of class" means about the first week or so of each semester.)

During the Fall semester, changes implemented by this group included (1). eliminating as many TBA classes as possible from the schedule, (2). making the room assignments on the class schedule more clear, especially those on the Fifteenth Street campus, and (3). staffing the hallways on the Skyland campus with "information" people during the first days of class.



During the Spring semester, additional first-day-of-class improvements that will be implemented include (1). an information table to be placed outside Dean Howington's office, (2). a telephone hotline that students can use to find out if a class has been canceled, (3). a method of creating class rolls that will be on the available on the first day of class for all sections of a "split" class; (4). and a computer/printer to be available in the center hallway or at the information table to print "lost" class schedules for students.



The membership of the First-Day-of-Class Group includes Carolyn Beckman, Bruce Bizzoco, Mark Cornelius, Kim Davis, JoAnn Ford, Randy Jarrell, Loretta Jones, Joan Kempster, Humphrey Lee, Johnny Meyer, Dorothy Pickard, Don Rainer, Bonnie Sabbagh, Holly Sexton, Tommy Taylor, and Betty Walker.

"Toto, I've a feeling we're not in Kansas anymore!"

Dorothy

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**OFF-CAMPUS PLANNING REGIONS
ADOPTED BY ACHE**

At its March meeting, the Alabama Commission on Higher Education (ACHE) adopted a strategy to regionalize off-campus instruction. The ACHE scheme divides the state into eight planning regions and establishes an off-campus planning council in each region. The off-campus planning council includes a representative from each public institution of higher education within the planning region.

The purpose of the regional planning councils is to facilitate "the cooperative, efficient delivery of off-campus instruction to meet the needs of Alabama citizens for reasonable access to quality postsecondary education without unnecessary duplication and within reasonable cost constraints."

At present, these regional off-campus planning councils are regarded as "temporary" and in operation only for 1993-1994.

Shelton State (and Fredd State) is in Region Three, along with the University of Alabama, Livingston University, Bevill State Community College, Wallace State Community College/Selma, and Alabama Southern Community College.

Region Three appears to be the largest planning region in terms of geographical area. It contains fifteen counties. It extends along the Alabama-Mississippi border from Lamar county to Choctaw county. It includes Clarke and Monroe counties in the south, Bibb, Perry, Dallas, and Wilcox counties in the west.

Arthur Howington has been appointed as the Shelton State representative to the Regional Three Planning Council. The initial orientation/organizational meeting of all the ACHE off-campus regional planning councils will be held in Montgomery on April 5th.

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**BESSEMER STATE TEAM
TO VISIT
SHELTON SUCCESS CENTER**

A team of administrators from Bessemer State Technical College will ~~visited~~ the Shelton State Success Center on April 19. The Bessemer folk are interested in implementing a similar program at their institution, had here good things about the Shelton State operation, and wanted to see it in action.

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**HOWINGTON TO CHAIR
SACS COMMITTEE**



Arthur Howington, Dean of Academic Services, has been invited to chair a SACS Reaffirmation Visiting Committee to Blue Ridge Community College in Weyers Cave, Virginia. The scheduled date of the visit to Blue Ridge is February 15-18, 1994.

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NEW PROGRAMS APPROVED

Chancellor Gainous has approved Shelton State to offer certificate programs of less than one-year in length in Turf Management and in Travel and Tourism Management.



The College will begin to offer courses in these programs immediately.



VILLADSEN
NEW CENTRAL PIEDMONT VEEP

Many of you know Alice Villadsen, former Dean of Instruction at Calhoun Community College. Her daughter, Jacque, worked in the Skyland Success Center for awhile.

On April 1st, Alice began her new duties as Vice President for Instruction for Central Piedmont Community College in Charlotte, North Carolina.

CAPLE CO-AUTHORS
ADA ARTICLE

Ann Capel is the co-author, along with Albert S. Miles, of an article to be published in March 1993 in the first issue of a new journal, People and Education. The article is entitled "Caring for Children and Adults: The Americans With Disabilities Act". It "gives a description of the reasonable accommodations provisions of Title and Title II of the 1990 act as they apply to public and private schools' employment procedures and student admissions policies."

Caple's co-author, Al Miles, has presented workshops at Shelton State on the ADA.

RETENTION STUDY
SHOWS IMPROVEMENT

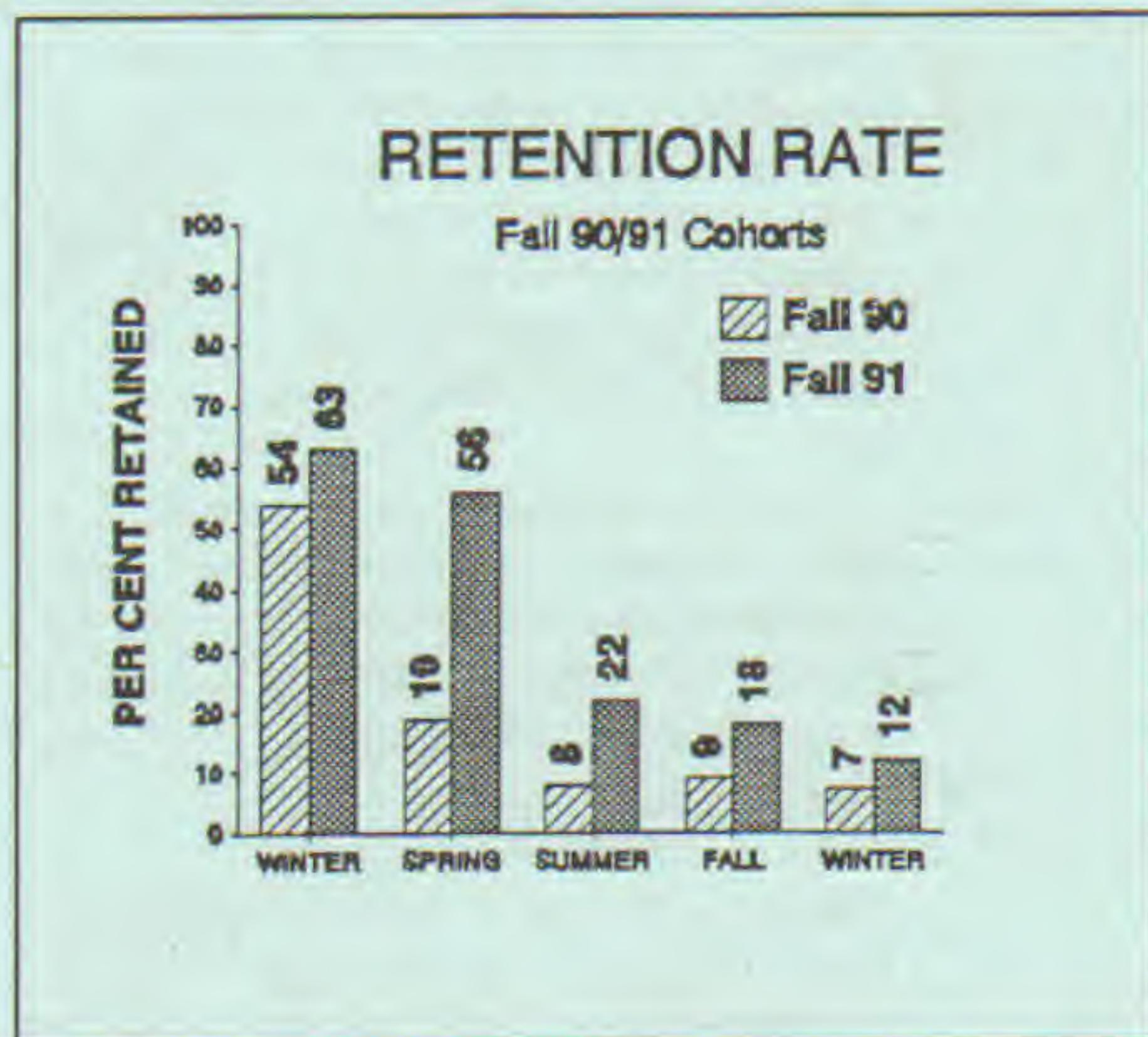
Jim Purcell, Director of Institutional Research, recently issued a report on student retention rates in 1990 and 1991.

The data shows an improvement in retention from 1990 to 1991. Jim suggests that the implementation of placement testing of all students and the development of the Success Center, both of which were initiated in 1990, had something to do with

the improvement in retention.

The retention study focused on first-time, full-time students who enrolled in Fall 1990 and in Fall 1991. The chart below presents the per cent of each groups which enrolled in subsequent quarters.

For example, of the first-time, full-time students who enrolled in Fall 1990, fifty-four per cent (54%) remained in school in the subsequent Winter Quarter. There was a nine-point improvement for the first-time, full-time students who enrolled in Fall 1991. Sixty-three per cent (63%) of those students remained in school in the subsequent Winter Quarter.



OVERLOAD POLICY ADOPTED
FOR SPECIAL SITUATIONS

Some departments of the Academic Services Division have classes that carry three (3) credit hours and classes that carry four (4) credit hours. This can present unusual situations with respect to teaching loads and overloads (extra service).



In order to handle these situations consistently, the following policy will be implemented beginning with the summer semester.

- I. Instructors who teach five three-hour courses will be considered to have a full load (15 hours) and will be paid for an overload if they teach an additional course above fifteen hours.
- II. Instructors who teach one four-hour course and four three-hour courses will be considered to have a full load (16 hours) and will be paid an overload for a course above sixteen hours.
- III. Instructors who teach two four-hour courses and three three-hour courses (17 hours) will be considered to have a full load (16 hours) and a one-hour overload. Any further extra service would be paid as an additional overload.
- IV. Instructors who teach three four-hour classes and two three-hour classes will be considered to have a full load (15 hours) and a three-hour overload.
- V. Instructors who teach four four-hour classes and one three-hour classes will be considered to have a full load (16 hours) and a three-hour overload.

In the formulation of this policy, the following considerations were taken into account:

- A. A full-load is considered to be 15-16 hours. Many instructors teach a sixteen-hour load. If would not be fair to these

- instructors to pay other faculty for an overload based on a fifteen-hour load in those cases where an overload could be based on a sixteen-hour load. Case II and V above fall into this category, i.e. where the overload would be four hours based on a fifteen-hour load and three hours based on a sixteen-hour load. Case III also falls into this category because the overload would be two hours if a fifteen-hour load is used as the base load and one hour if a sixteen-hour load is used.
- B. In some cases, basing an overload on a fifteen-hour load is appropriate even when it is possible to base the overload on a sixteen-hour load. In case I and IV above, for example, if the College stipulated that the overload would be based on a sixteen-hour load and, therefore, would pay for only two hours of extra service, the full-time instructor could refuse the overload, and the College would have to pay a part-time instructor for the full three-hour overload. In other words, we would be causing a situation where we would be willing to pay a part-time instructor more than a full-time instructor for teaching the very same course.
 - C. In those cases (e.g. IV and V above) where the minimum full-load of fifteen hours is reached in four courses, an overload is justified for a fifth course.

And if you are not hopelessly confused by now, it is truly impressive.

Questions about this policy should be referred to Dean Howington.